

Year 2
Direct Support Professional Training

Resource Guide



Session #12 **Assessment**

**Department of Education
and the
Regional Occupational Centers and Programs
in partnership with the
Department of Developmental Services**

2000

List of Class Sessions

Session	Topic	Time
1	Introduction and Supporting Choice: Identifying Preferences	3 hours
2	Person-Centered Planning and Services	3 hours
3	Person-Centered Planning and Services	3 hours
4	Positive Behavior Support: Understanding Behavior as Communication	3 hours
5	Positive Behavior Support: Adapting Support Strategies to Ensure Success	3 hours
6	Teaching Strategies: Personalizing Skill Development	3 hours
7	Teaching Strategies: Ensuring Meaningful Life Skills	3 hours
8	Supporting Quality Life Transitions	3 hours
9	Communication, Problem-Solving and Conflict Resolution	3 hours
10	Wellness: Medication	3 hours
11	Wellness: Promoting Good Health	3 hours
12	Assessment	2 hours
Total Class Sessions		12
Total Class Time		35 hours

Key Word Dictionary

A-B-C data

The recording of Antecedents (A), the Behavior (B), and the Consequences (C) when a challenging behavior happens. By writing down this information each time a challenging behavior happens, it is easier to identify Antecedents and Consequences that happen most often before and after the behavior. You can record A-B-C data on a sheet of paper by making 3 sections (one each for Antecedents, Behavior and Consequences).

Active Listening

The key elements of active listening are: (1) hear the words; (2) figure them out; and (3) then respond.

Activities

Activities are things people do that are not related to work or chores: things a person does for fun, leisure and recreation.

Adaptive Technology and Environmental Adaptations

Objects and devices that are made or changed specifically to help an individual learn or do an important skill. For example, controls on a TV may be painted with colors to help an individual pick out the off/on button or the channel change button. Adaptive devices (also called environmental adaptations because they change or adapt the regular environment) can be used to make learning a new skill easier, to help an individual overcome a physical or sensory disability, or to make learning a new skill more fun.

Age Appropriate

Learning and doing things that are similar to what people without disabilities of the same age group usually do. When teaching skills to individuals with developmental disabilities, it is usually in the best interest of the individuals to teach skills that are the same skills that other people their age learn and do.

Antecedent

The things that happen BEFORE the behavior, like what time it was, where the behavior took place, what activity was happening, and who was around. We want to identify antecedents that happen before a certain behavior so that we can understand when, where, with whom and during what activities the behavior will be more and less likely to happen.

Approach Behavior

An approach behavior might include smiling, reaching for, leaning toward or looking at a particular choice item.

Ask, Observe, Ask Others

The best way to find out about someone's like and dislikes is to ask him or her. When an individual cannot speak for him or herself, it's important for the DSP to spend more time observing activities at the home and the way that people respond to them. If someone is new to the home or it's difficult to figure out his or her preferences, it's important to start writing down preferred choices from the beginning. It's also important to provide those choices again to make sure that your hunches are correct. You will also want to ask others. If there are family and friends, or day program staff who know the person well, remember to ask them questions about preferences. Finally, you may find additional information about preferences in the individual record.

Assess

To recognize changes in an individual. For example, change can be anything such as a behavior, health condition, or activity level.

Attachment or Bond

The process of developing a close relationship to a parent, sibling or caregiver.

Avoidance Behavior

Instead of approaching a choice item when presented, an individual might avoid it. For example, turn away from the item, push it away, or frown.

Behavior Triggers

Triggers are the things that will usually "set a behavior off." A trigger can be a place, person, thing, or activity.

Behavior Function

The function (or meaning) of a behavior is what the person is getting or avoiding through their behavior. For example; "An individual yells in order to be sent to his room and avoid doing the dishes."

Chaining

Teaching one step in a skill at a time, and teaching each step in a set order.

Charting Progress

We can see if a behavior is improving by taking data on the behavior frequency and length, or by recording the damage or injury caused by the behavior. When the data shows that the behavior isn't happening as much as it used to, or is causing less damage & injury, we can say that there is progress. If the behavior stays the same (or gets worse), then there hasn't been any progress over time.

Choice

A choice is a statement of preference. Selecting something to do from one or more options. Choice opportunities must be provided in a way that each individual understands. Individuals with developmental disabilities have a right to make choices including where and with whom to live, the way they spend their time each day and with whom, what things to do for fun, and plans for the future. Making frequent choices increases one's life enjoyment. Choice means having control and confidence in our lives.

Choice-Making Skills

The ability to know personal likes and dislikes and to choose between people, places, food, and activities when those choices are presented.

Choice Opportunities

Those situations where someone is provided with a choice between two or more activities, foods, etc.

Communication

Communication is the process of sending and receiving information to others. We communicate for many reasons, including: (1) giving and getting information; (2) expressing feelings; (3) problem solving; (4) teaching; (5) socializing; (6) persuading; (7) decision-making; and (8) building relationships. Regardless of the reason we are communicating, it is important to be clear about the message, and be certain that we understand another person's message to us.

Communication Systems

The basic types of communication systems are: (1) sign language; (2) communication boards; and (3) gestures.

Conflict Management

Looking at both sides of a conflict, figuring out what both sides want and finding answers that work for both parties.

Consequence

The things that happen immediately after the behavior, like reactions or attention from people, getting something (like food, candy, toys, or other objects), being removed from an activity or place, and other things that people may say or do. We want to identify the consequences that usually happen after a challenging behavior, because there is a good chance that these consequences are reinforcing (making it more likely to happen again).

Coping Strategies

Things that a person can do to help them to calm down when they get upset or angry. This can include taking a deep breath, talking to someone about what is bothering them, going for a walk, taking a break, etc. All people use a variety of these strategies as part of their self-control plan.

Decision-Making

The ability to look at a situation, weigh all of the possibilities and make an informed choice.

Developmental Delay

A delay in one or more areas (for example, speech, motor) that makes it difficult for an individual to progress through 'typical' developmental stages.

Dignity

Treating people with respect.

Direct Support Professional

The term *direct support professional* (DSP) describes persons who work with people with disabilities in the places where these individuals live and work. Assists individuals in making choices; in leading self-directed lives; and in contributing to their communities. Finally, they encourage attitudes and behaviors in the community that support the inclusion of individuals with developmental disabilities.

Disinfect

To kill or eliminate most germs with a chemical solution.

Documentation

Documentation is the written recording of events, observations and care provided.

Documenting

The process of recording the changes in an individual's daily routine or health care needs that have been noted through the assessment skills of listening, questioning and observing.

Drug (Medication) Interactions

Drug interactions are the pharmacological result, either desirable or undesirable, of drugs interacting with themselves, other drugs, foods, alcohol, or other substances, such as herbs or other nutrients.

Generalization

Learning to use a newly learned skill in whatever situation the individual needs or wants to use the skill. Generalization is an important part of teaching in that we want to help an individual *generalize* or apply the skill not only during the teaching situation, but in any situation the individual needs or wants to use the skill.

Generic Name

Generic name is the name given by the federal government to a drug.

Germ

Bacteria or microorganisms that are alive and need warmth, moisture, darkness and oxygen to grow and live. Some germs are helpful to digestion of food and the elimination of bodily waste. Other germs are harmful and cause illness or infection.

Goal

Goals are the things that people want to do in the next few years. They are the choices that people make about where to live, what to do during the day, who to spend time with, what to do for fun and hopes and dreams

Grief Reaction

The process of learning to live with the loss of a relative, friend or caregiver to a permanent departure or death.

Health History

A document that has medical history and current information about an individual's health care needs.

Infection

Germ in the body that may cause illness or injury if not treated.

Life Stages

A portion of a person's life that is related to age and has certain "milestones" that are common events, such as starting school in early childhood or retiring when one reaches older age.

Life Quality

Characteristics of a person's life that include those things that the person feels are most important, like good friends, health, and a safe place to live.

Likes and Dislikes

The foods, activities, people and places that individuals choose or do not choose (sometimes referred to as preferences).

Meaningful Skills

Skills that help individuals live their lives in an independent and enjoyable way. All teaching programs should teach skills that are meaningful to the individual learner.

Meaningful Teaching Materials

Using materials that have importance to the individual (for example, materials known by the individual, things which are reinforcing to the individual).

Meaningful Teaching Plans

Plans which focus on skills that: (1) individual could not do for him or herself; (2) can be used often; (3) teach age-appropriate skills; (4) support an individual in getting something wanted or avoid something unwanted without challenging behavior; and (5) that lead to natural outcomes.

Medication Error

Medication error is any time that the right medications is not administered to the right person in the right amount at the right time and by the right route or method (as prescribed).

Medications

Medications are substances taken into the body (or applied to) for the purpose of prevention, treatment, relief of symptoms, or cure.

Most-to-Least Prompting Strategies

Using these strategies, you initially guide the individual through all of the steps and then provide less and less assistance on later attempts.

Mouth Care

The care of the teeth and gums through brushing, flossing and routine dental check-ups.

Natural Outcomes

Natural outcomes refers to achieving things in natural settings in which people live, work and play. Natural outcomes are the goal of teaching: to support people with disabilities in doing things in settings in which people naturally live, work and play. For example, drinking coffee is the natural outcome for making it or buying it at a coffee shop. Gaining natural outcomes helps people live independently and enjoyably.

Objective

Objectives are the steps needed to move toward a goal. An objective needs to have a date written into it so the team will know if the goal is getting closer.

Ophthalmic

Ophthalmic refers to the eyes.

Otic

Otic refers to the ears.

Over-the-Counter Medications

Over-the-counter medications which can be purchased without a prescription.

Partial Participation

Teaching or supporting an individual to participate in an activity even if the individual does not have the skills to do all of the activity, but has some of the skills to *partially* participate in the activity. Having opportunities to partially participate in an activity can help individuals enjoy their daily lives more and learn more skills.

Person-Centered

Supporting people with disabilities in making their own choices for everyday and major lifestyle decisions.

Person-Centered Individual Program Plan

The person-centered planning process helps the team figure out the preferences, needs and choices of an individual. Once that process is completed, the team talks about the kinds of services needed to support the person now and in the future and the person-centered Individual Program Plan is developed. The plan includes: (1) kinds of services and supports the individual needs, (2) who will provide each service and support, and (3) how these services and supports will assist the individual to have opportunities to experience what is important to him or her and to get moving towards his/her goals for the future.

Person-Centered Planning

Person-centered planning is one way of figuring out where someone is going (life goals) and what kinds of support they need to get there. Part of it is asking the person, their family, friends and people who work with him or her about the things she or he likes to do (preferences) and can do well (strengths and capabilities). It is also finding out what things get in the way (barriers) of doing the things people like to do.

Person-Centered Planning Team

Everyone who uses regional center services has a planning team. The people on the team must be the person who uses regional center services (and family members if someone is under 18 years old), the regional center service coordinator (social worker, case manager, or counselor) or someone else from the regional center. The team can also include people who are asked to be there by the individual like family, friends and *direct support professionals*.

Pharmacy

Pharmacy is the practice of preparing and dispensing drugs. The physical building where drugs are dispensed is also referred to as the pharmacy or drug store.

Pharmacist

Pharmacist is a licensed individual who prepares and dispenses drugs and is knowledgeable about their contents.

Resource Guide

Physicians

Physicians are medical doctors.

Plaque

The sticky, bacteria and germs that build up on the teeth and can cause infection.

Preferences

Preferences are things like how an individual wants to spend time each day, the kinds of food someone prefers, their personal and cultural traditions, family connections, friendships whom they want to spend time with, and their hopes and dreams for the future.

Principles of Care

A set of guidelines for working with individuals that includes safety, privacy, dignity, communication, infection control and independence.

Privacy

Assuring that an individual's personal care needs remain confidential.

PRN

PRN (pro re nata) stands for as necessary.

Recording Progress

As a DSP, you will be asked to provide information to the team about individual progress on goals and objectives. This is usually done by writing progress notes on each individual. In progress notes, you will be writing about: (1) progress on individual goals; or (2) things that are and are not going well for an individual; or (3) good ways that you have found to work with an individual.

Regional Center

In California, many services for people with (or 'at risk') of a developmental disability are coordinated through a network of twenty-one, non-profit Regional Centers established by the Lanterman Act. If a person is eligible, Regional Centers provide planning and related services, including service coordination.

Regional Center Service Coordinator

Service coordinators (sometimes called case managers or social workers) help individuals and families with the information they need to use community services and supports. In addition to helping develop the Individual Program Plan (IPP), service coordinators help arrange for the services and supports mentioned in the IPP.

Reinforcement

Includes certain types of attention, toys, objects, foods, people places, activities and things that an INDIVIDUAL seeks to get. What is meaningful to one person may not be meaningful to another person. Since we are all different, it is important that we use reinforcement that is meaningful to the individual.

Replacement Behavior

The new skills and behaviors that we want to teach the person as an alternative to the challenging behavior.

Responsive Teaching

Teaching skills to an individual in a manner that is best suited to the individual. The exact way of teaching is based on how the individual *responds* to the teaching. Responsive teaching is a way to make sure the teaching is effective for the individual and that the individual likes the way the teaching occurs.

Review Dates

The IPP should have written into it some times or review dates, when everyone on the team will get together and look at how things are going. This is a time to find out if the individual (and their family if someone is under 18) is happy with their current services and supports and if there is progress towards individual goals. If things aren't going well on one of the goals or if someone is unhappy with their services and supports, then it may be time to change the plan and the services and supports.

Self-Administration

Self-administration of medications is the independent management of one's medication. Individuals must be able to recognize and understand why they are taking each medication.

Self-Control Plan

Outlines the coping strategies a person uses (or is learning to use) in order to calm down and regain their self-control when they get upset or angry. It also states how the coping strategies will be taught and practiced by the person. A written Self-Control Plan is sometimes included in the Support Plan.

Services and Supports

There are many kinds of **services and supports** that can be listed in an Individual Program Plan, depending on the support needs of the individual. Some of those services and supports are: (1) **a place to live** (for example, emergency housing, foster family, group home, supported living, help in finding a place, homemaker services); (2) **a place to learn or work** (for example, education, day program, workshop, supported employment, competitive employment); (3) **getting around** (for example, transportation, travel training, recreation, adaptive equipment); and, (4) **staying healthy** (for example, counseling, mental health services, medical or dental services).

Shaping

Teaching a skill by reinforcing behaviors that appear closer and closer to the desired skill.

Side Effects

Side effects are effects produced by the medication other than the one for which it was prescribed. Side effects may be desirable or undesirable, predictable or unpredictable, harmless or dangerous, sometimes even deadly (fatal).

Sign Language

Using hand signs to communicate letters, words, phrases, and feelings.

Signs and Symptoms

Observation is about noticing change in a person's health, attitude, or behavior. Changes that are observed are called signs. The signs may be a symptom or indicate the presence of a disease, illness or injury. A symptom may also mean that someone is getting better.

Skill Maintenance

Refers to a person being able to perform a skill long after the person has learned the skill. Teaching programs should be set up to help people do the skills for a long time – to *maintain* the skills over time.

Special Health Care Needs

May include respiratory and or feeding problems which require specialized support from the caregiver. For example, an infant's breathing may be recorded by a cardiorespiratory monitor, or a child may be need to be fed using an internal feeding tube.

Standard (Universal) Precautions

Standard Precautions are an approach to infection control. These precautions apply to all blood, all body fluids, secretions and excretions (urine and feces), whether or not they contain visible blood. They also apply to mucous membranes and where there is a cut or abrasion. Standard Precautions protect both the individual being assisted and the DSP. Standard Precautions include the use of disposable gloves and handwashing.

Support Plan

Sometimes called a "Behavior Plan", "Behavior Intervention Plan", or "Behavior Program." It is a written document or plan with goals for teaching certain behaviors & skills and is often included in an individual's ISP, IPP and/or IEP. The Support Plan will usually outline the Support Strategies to be used by the DSP to help the individual to meet his/her goals.

Support Strategies

The ways we teach and help a person to learn new skills and behaviors. They can include how we communicate with and give information to the person, how we try to teach the person new skills, and how we give feedback to the person after they have done something well or made a mistake.

Teaching Choice-Making

The different ways used to present opportunities for choices in what, how, where, when and with whom people do activities. The result of this teaching is choice-making.

Teamwork

Teamwork is about sharing, cooperating, and helping one another. An effective team is a group of people working together with a common purpose, who value each others contributions and are working toward a common goal. Working through teams usually gets better results than a lot of individual efforts which may be working against each other.

Time Delay Prompting

Initially provide a prompt when the natural cue to perform the task is presented and then delay the prompt a few seconds after the cue is presented on later trials.

Trade Name

Trade name, or brand name, is the name given by the manufacturer to a drug.

Transition

The process of moving from one important life stage to another. Most often referred to when moving from adolescence to adulthood.

